**Year 1: ASK Yourself!**

**DRAMA: Component 1 – Devising Performance 40%**

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| **S** | **Launching**  **Level 1** | **Developing**  **Level 2** | **Progressing**  **Level 3** | **Mastering**  **Level 4** |
| **SKILLS** |  |  |  |
| **PRACTICAL PERFORMANCE** | | | | |
|  | **I can,  WITH HELP create work that I can show ‘SOME ABILITY’ to…** | **I can**  **REGULARLY create work that I can show ‘CLEAR ABILITY’ to…** | **I can SUCCESSFULLY & OFTEN create work that I can show ‘EFFECTIVE ABILITY’ to…** | **I can SKILFULLY create work that I can show ‘COMPREHENSIVE & SUSTAINED ABILITY ’ to…** |
| **AO2  Theatrical Skills in Performance (15 Marks)** | PERFORMER | | | |
| * Creates a basic individual performance, demonstrating some ability to combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause. * Practical performance isn’t always convincing as characterisation is sometimes an extension of your own mannerisms. * Considers physicality and can show slight control when applying use of space, gesture, stillness, and stance. * In performance there may be obvious lapses in focus, energy and confidence that detract from the overall performance. * Demonstrates sometimes an understanding of style, genre, and theatrical conventions. * A performer who can sometimes lack confidence. | * Creates a clear individual performance, demonstrating the ability to combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause. * Practical performance has some elements that distinguish you from the role you are playing. * Clearly considers physical control demonstrated when applying use of space, gesture, stillness and stance. * In performance there is adequate focus, that will show energy and confidence that generally contributes to the overall performance. * Demonstrates generally sound understanding of style, genre, and theatrical conventions.   A performer with some confidence. | * Creates an effective individual performance, demonstrating the ability to consistently combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause. * Practical performance shows a consideration to embody a role physically and vocally. * Effectively considers physical control demonstrated when applying use of space, gesture, stillness and stance. * In performance there is a good focus, that will show energy and confidence that contributes to the overall performance. * Demonstrates a good understanding of style, genre, and theatrical conventions.   A confident & well-rehearsed performer. | * Creates a secure individual performance, demonstrating the ability to consistently combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause. * Practical performance shows skilfully the ability to embody a role physically and vocally and consider the impact of this role on an audience. * Consistently considers physical control demonstrated when applying use of space, gesture, stillness and stance. * In performance there is an outstanding focus, that will show energy and confidence that contributes to the overall performance. * Demonstrates a very good understanding of style, genre, and theatrical conventions. * A confident & well-rehearsed performer & cast member.   **Designer on the next page.** |
| **DESIGNER** | | | |
| * Creates a basic design, demonstrating limited ability to combine and apply design skills. * Design may be uneven and lacks creativity. * Design shows basic consideration of the practical application of their chosen area. * Adequate use of elements to enhance mood, atmosphere and style and create impact. * Design shows some understanding of the style and time period of the performance and its communication of this. * Design does not have a ‘use’ by the actors. * Students will buy or source design elements | * Creates a coherent design, demonstrating a clear ability to combine and apply skills. * Design is appropriate, consistent and purposeful. * Competent use of design elements to enhance mood, atmosphere and style and create impact with an understanding of time period and themes. * Clear ability to create a design that supports the performers and their use of it. * Design shows coherent understanding of the practical application of materials and production elements in performance. * Students will buy/source designs with some additional design such as painting, dying, drawing, gels, editing a sound. | * Creates a secure design, demonstrating a convincing ability to employ and combine skills. * All aspects of design are engaging and effective. * Secure and sustained use of design elements to enhance mood, atmosphere and style and create impact with full understanding of time period and themes. * Effective ability to create a design that supports the communication of devising to the audience, with consistent attention to design considerations that the actors use. * In-depth design shows effective refinement and convincing creativity. * Students will buy/source designs with elements of making which will involve, sewing, building, rigging, creating some elements from scratch. | * Creates an assured design, demonstrating an accomplished ability to employ and combine skills. * All aspects of design are highly engaging, dynamic and skilful. * Comprehensive and skilful use of design elements to enhance mood, atmosphere and style and create impact. * Accomplished ability to create a design that supports the communication of creative intent to the audience, with comprehensive attention to design considerations are integrated within the performance for the actors to use. * Design shows an accomplished level of refinement and innovation. Faultless creativity & final design. * Students will buy/source designs with the majority of the design made from scratch. Including sewing, building, rigging, recording, plotting. |
| **WRITTEN COURSEWORK** | | | | |
| **K** | **Launching**  **Grades 1-2** | **Developing**  **Grades 3-4** | **Progressing**  **Grades 5-6** | **Mastering**  **Grades 7-9** |
| **KNOWLEDGE** |  |  |  |
|  | **I can, WITH HELP offer knowledge of…** | **I can REGULARLY offer knowledge of….** | **I can SUCCESSFULLY & OFTEN offer knowledge of…** | **I can SKILFULLY & ALWAYS give knowledge of…** |
| **AO1  Process in Rehearsal & Performance  (30 Marks)** | * In writing I can give basic explanations of the creative ideas of performance work. * I can sometimes discuss rehearsals and performance work. * I may describe what I/my group did rather than explain. refinement. * For some students: I may not have completed the work, or it is well below word count. | * In writing I can give explanations of the creative ideas of performance work. * I can distinguish and discuss rehearsals and performance work. * I sometimes describe what I/my group did rather than explain using visual examples | * In writing I can give clear explanations of the creative ideas of performance work. * I can distinguish and discuss rehearsals and performance work in a process. * I give visual examples of what I/my group did to explain key moments and can say why I used these. | * In writing I can give detailed explanations of the creative ideas of performance work. * I can distinguish and discuss rehearsals and performance work demonstrating and understanding of the devising process. * I give visual examples of what I/my group did to explain key moments which I justify the creative decision. |
| **AO4 Evaluation & Analysis  (15 Marsk)** | * I can consider an audience and say why I created the work. * I may use limited and inconsistent use of drama terminology, which may not always be appropriate. | * I can consider an audience and say why I created the work and the impact it may create. * I may use some drama terminology, but not as consistently as I should. | * I can consider an audience and say why I created the work and the impact it may create. * I can discuss & evaluate what I learned in the process. * My use of drama terminology is good and I use it correctly. | * I consistently consider an audience and say why I created the work and the impact it may create. * I can discuss & evaluate what I learned in the process and make suggestions to improve work effectively.   My use of drama terminology is consistent and well used. |